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ABSTRACT

In response to negative findings from a study of faculty and administrative staff perceptions of the advisement process at Cumberland Community College (CCC), in Vineland, New Jersey, a follow-up study was conducted of the perceptions of advisement personnel. Specifically, the second study sought to gather information to assist in the restructuring of the system. A 30-item questionnaire, inquiring about professional information, general perceptions of advising, the advisors manual, freshman seminar courses, and general comments, was developed and distributed to each of the college's 70 advisors. Results of the study, based on a response rate of 69% (n=46), included the following: (1) respondents felt that there was a need for better training for advisors; (2) advisors generally felt that the number of students assigned to them was reasonable; (3) respondents felt that registration in an arena was not a sufficient forum for conducting advisement; (4) advisors felt their handbook was an invaluable asset; (5) advisors agreed that advisement training workshops designed to assist new advisors, explore basic skills, provide hypothetical situations, and keep advisors abreast of information updates would be helpful; (6) advisors felt that the advisement process is designed to do more for students than merely develop their schedules; and (7) advisors agreed that effective advisement is significant for the retention and academic success of students. The survey instrument and responses to open-ended questions are attached. (MAB)

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Advisors' Perceptions of the Advisement Process

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by

Steven M. Stolar, Ed.D.

March 2, 1994

Cumberland County College

Vineland, NJ

Office of Advisement

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Abstract

As an initial project of the office of advisement, a survey was conducted among the faculty and administrative staff concerning their perceptions of the advisement process at Cumberland County College. The institution has recently experienced an unprecedented enrollment growth which is expected to continue until the year 2000. The advisement system currently in place is failing to meet the demands of the increasing student body and the expanding curriculum. High-risk student populations require more attention from faculty and counselors than the traditional 18 to 24 year old student bodies of a decade ago. The purpose of this survey was to identify the perceptions of the advisement personnel to assist in the restructuring of the antiquated advisement system. Several problem areas were identified and recommendations were made including the development of a comprehensive advisement center.

Purpose

At Cumberland County College all full-time faculty and most administrators serve as official academic advisors. These 70 individuals implement all student advisement within seven Associate in Arts, two Associate in Science, 21 Associate in Applied Science Degrees and 10 certificate programs. Although the college has been recognized as a leader in the state due to many of its instructional and student services innovations, one of its weaknesses has been the lack of a comprehensive advisement system

that coordinates advisement services campus wide. An institutional goal is to enroll 5,000 students by the year 2000. If the enrollment growth experienced in the past five years continues, this goal is likely to be attained. However, the advisement services that presently exist are likely to impede the needs of the student body and create disproportionate advisement loads on certain faculty and administrators.

This study sought to answer the following questions:

1. What are the general perceptions of the advisement process at Cumberland among its advisors?
2. What information should be made available to advisors to assist them in their advisement roles?
3. Should College 101 be made a curricula requirement?
4. How should the advisement process be changed to prepare for the year 2000?

Instrumentation and Data Collection

A 30-item questionnaire was developed which contained sections on (a) personal data, (b) general perceptions, (c) the advisors manual, (d) freshman seminar courses, and, (e) general comments. Personal data obtained consisted of the number of years of service from the individual and department membership. The general perceptions section contained 21 questions that were answered on a seven-point semantic differential scale. In the advisors manual section respondents were asked to rate the usefulness of each of the

17 sections of the current advisors manual. The orientation course inquiry section was included to obtain insight into the long-debated issue on campus of introducing a credit-bearing required freshmen seminar course into the curricula. The general comments section solicited input on the perceived strengths and weaknesses of our advisement system. A draft of the instrument was distributed to the student services administrative staff for review and revision before distribution. A survey was sent to each of the college's 70 advisors through the inter-office mail with a cover letter attached (see appendix A). Anonymity of respondents was assured, although a tracking system of returns was used in order to conduct follow-up interviews with some who responded. All completed surveys were returned during November and December of 1993.

Forty-six surveys were returned for a 69 percent return rate. Table one below contains a distribution of departments from which the completed surveys were obtained.

Table 1
Representation of Respondents from Various Campus Departments

Department	Percent Returned N	Percent Returned %
English/Humanities	8	17
Business/Social Science	6	13
Math/Technology	7	16
Health/Biological Science	5	11
full time administrator	14	30
full time counselor	5	11
omissions	1	2
	45	100

*all figures are rounded off

Results

The surveys returned revealed a mean length of service to Cumberland County College of 14.11 years with a standard deviation of 9.3 years. Approximately 85 percent had at least five years of service to the college which would have provided sufficient advisement experience so as to respond to the survey with insight.

General Perceptions

In this section respondents were asked 21 questions which they answered on a seven point semantic differential scale. To keep them honest, the scale was reversed every three questions. The two extremes were "strongly disagree" and "strongly agree," with "neutral" assigned a value of four.

Question 3: Advisors are neutral (4.2) concerning the overall advisement functions at Cumberland. Their comments reflect a general need for improvement and suggest more training for advisors and better communications with students.

Question 4: Advisors somewhat agreed (4.7) that the number of students assigned to them was reasonable. When asked what would be a reasonable number, the responses provided were: no more than 20; 42; 15; 20-30; 50. The actual averages of advisor/student assignments are: teaching faculty - 40, counselors - 70, administrators - 7.

Question 5: Advisors were asked to rate the question:

"I have office visits with the majority of my advises during early registration periods." The rating was 4.5 weighted toward "somewhat agree." The comments were generally negative which revealed frustration concerning the low numbers of students they actually serve in their offices. The tone of the comments indicated that advisors feel they should conduct more advisement activity in their offices.

Question 6: Advisors feel neutral about (4.0) having advisement responsibilities incorporated into their evaluation process. Comments were directed to the pragmatics that would need to be addressed. Measurement, little control over the process of advising, methods, and appropriateness were specific concerns.

Question 7: Advisors somewhat disagree (4.9) with the statement that they should not be burdened with advisement responsibilities. The general consensus of the comments stressed the importance of advisement, the time it involves, and the skill and training which is necessary to perform the role correctly. Comments from administrators revealed a reluctance from them to perform advisement responsibilities, but acceptance of these roles for the good of the institution. Faculty showed more enthusiasm about their advisement roles.

Question 8: Advisors disagree (5.1) that arena registration is a sufficient forum in which to conduct advisement. The twelve comments provided were all critical

of the arena registration process. "It's a zoo; too noisy/confusing; for signatures only, not advisement" were the types of concerns advisors had concerning arena registration. They accept it as a necessary aspect of the enrollment process, but do not regard it as a time or place where sound advisement can occur.

Question 9: The third highest rating was obtained for this question concerning the use of the Advisor Handbook. Advisors agree (5.9) that they refer to the handbook and use it for reference when they have advisement questions. There were few comments to this question, but half of them concurred with the high rating; the advisors handbook is invaluable.

Question 10: Advisors somewhat agreed (5.0) that we should move toward establishing a centralized academic advisement center on campus. Comments appear to reflect a need for more information about how an advisement center would be funded, how it would impact faculty-student interactions, and its impact on departmental advising.

Question 11: Advisors agree (5.0) that advisement training workshops would be helpful. Comments suggested that these trainings should: (a) assist new advisors, (b) explore basic skills, new policies and new programs, (c) provide hypothetical situations, and (d) keep advisors abreast of updates and changes in the advisement process and the curricula.

Question 12: Advisors feel that errors in students' schedules can be reduced (2.3). The comments on this section were somewhat ambiguous and indicated confusion either about the question or the nature of the errors being referred to. One advisor stated it plainly: "I'm not sure what you mean here."

Question 13: Responses to this item indicate that advisors have a fairly good understanding of how the advisor assignment process works (2.9). However, judging from the comments made, those few who do not understand the process are extremely bewildered by it. "I have no idea how I get who I get; I understand paleolithic mythologies, but not our advisement placement process," and, "Obviously not --I'm not sure what that means," were some of the comments made here.

Question 14: Advisors are generally pleased with the precision and accuracy of students assigned to them. The rating of 5.1 (somewhat disagree) indicates perceived accuracy in the advisor assignment process among advisors.

Question 15: This statement related to the philosophy of advisement. "The advisement process is a registration support function which consists of scheduling students into courses appropriate to their curricula." The question received a rating of 4.8 (somewhat disagree) and indicates that our advisors perceive the advisement process as an opportunity to do more than develop schedules for students.

Fourteen comments were made on this item, all of which challenged the statement by adding qualifiers to what else advisement should be about, i.e., goal discussions, career planning/counseling, follow up, academic support. A question which arises from these comments is: How would our collective advisement staff define advisement? I would assume the definition would be broad and action oriented.

Question 16: Advisors approached neutral (4.3) about students in basic or developmental studies needing more intensive advisement than upper-level students. A half-dozen comments were provided that stated lower-level students needed more advisement, but little reference was made to any qualitative difference in advisement needed by these two groups of students.

Question 17: Advisors somewhat disagree (3.3) with the statement that "advisement errors were more often than not the student's fault." They appeared willing to accept that errors are made on student's schedules which can be controlled by better information, a tighter advisement system, and preventing students from circumventing that system.

Question 18: Advisors somewhat disagree (5.0) that adjunct faculty should play a part in the advisement process. Two individuals commented that the adjuncts' role should be limited to referral only, and others were reluctant to agree to their involvement at any level.

Question 19: Advisors gave the second highest rating (1.8) of agreement to the statement, "If I made an advisement error I would want this brought to my attention." Advisors expressed strongly their wish to be informed of errors, with tact, so that remedy can be sought for students and similar mistakes can be avoided in the future.

Question 20: Advisors are not eager to assume advisement responsibilities in multiple degree areas. They somewhat disagree (5.2) with the idea of working in advisement areas other than those they presently advise in.

Question 21: The highest rating in this section of the survey (6.3) was given in agreement to the question, "Effective advisement is significant for the retention and academic success of students." Advisors are obviously sold on the importance of academic advisement as a primary vehicle for promoting retention and academic success among students.

Question 22: Advisors were asked if the current early registration periods are effective. They rated this question between neutral and somewhat agree (4.5). Comments to this question contained no central theme and appeared to add confusion to the issue. There appeared to be no strong opinions or consensus among advisors regarding the scheduling or planning of preregistration periods.

Question 23: Advisors were in agreement (5.5) that exit courses focused on developing skills for gaining employment among AAS program graduates would be beneficial.

The comments to this question, however, emphasized the preservation of the curricula as it is currently structured. An exit course should be offered, but as a workshop, for free, non-credit and not required. These comments reflect the attitudes among faculty advisors concerning orientation course offerings. There appears to be resistance to any alterations to the curricula as it currently exists.

Advisors Manual

The principal reference document used by advisors for questions concerning advisement activities is the Advisors Manual. The manual contains 17 sections with topics from philosophical to practical considerations regarding advisement. Some of these include: (a) the philosophy of advisement, (b) the advisement process, (c) basic and developmental studies, and (d) electives. Each section was identified and advisors were instructed to rate them on a five-point scale from "least appropriate" (1), to "most appropriate" (5). Every section of the manual attained a mean rating between 3.5 to 4.3, indicating a level of general satisfaction with the document. Comments to this section were extensive. Of the 19 comments provided, half suggested additions to the manual which included: (a) expand the basic skills sections, (b) add articulation agreements, (c) indicate common advisement errors made, (d) include course requirements for transferring education majors, (e) expand responsibilities for advisors, and (f) identify all advisors.

Orientation Course Requirement

The third question this survey sought to answer was: Should College 101 be made a curricula requirement? The student affairs division has offered College Success Seminar OR 100 (3:3:0) for many years. The course has had substantial enrollments from students in the Educational Opportunity Fund Program (required), the Student Support Services Program (strongly recommended), and students enrolled in basic skills level reading, English and math courses. The course is taught by counselors employed by the college full time. Studies at this college and others have found that freshman seminar courses have a positive impact on students' GPA and retention (Lockette, et al 1990; Pascarella & Terenzini 1991). The president has openly suggested that the one-credit version of this course, College 101 (1:1:0), be institutionalized for all degree-seeking students. This proposal has been put forth to the curriculum committee but was sent down for further study. Several sections of College 101 are included on the class schedule each semester, but most are cancelled due to low enrollments. It appears that the course will not stand alone as an elective, and there is sufficient resistance from the faculty to make College 101 an institutional requirement. This addition would alter the curricula by either total credit expansion, or manipulation of existing curricular electives. Thus, the question was put forth:

I think College 101 should be: (check one)

(1) _11_ required for all degree/certificate seeking students.
(2) _16_ required for students in special counseling programs.
(3) _12_ optional for all degree students.
(4) _12_ required for students needing one or more basic/developmental level courses.
(5) _16_ required for students needing two or more basic/developmental level courses.
(6) __4__ required for students needing three or more basic/developmental level courses.
(7) other/comments: _____

Although the 46 respondents were instructed to check only one response alternative, there were 71 responses obtained. Several individuals provided more than one response, and rather than eliminating them, they were simply included in the total.

There are several ways to interpret this data.

* There were as many votes for making OR 101 a requirement (11) as there were for keeping optional (12).
* Only 12 advisors, or 17 percent of them feel OR 101 should remain an optional course elective.
* The biggest vote-getters were for making OR 101 a requirement for all special program populations (16), and a requirement for students needing two or more basic/developmental courses (16), 22.5 percent each.
* If we group all response categories requiring the course for those students needing basic/developmental courses together (numbers 4, 5, 6) we get 32 responses. If we add to this, those who feel the course should be required for students in special populations (number 2) (16), we get 48

responses. Again, add those who feel the course should be a campus-wide requirement (number 1) (11), we get 59 responses, or 83 percent of the total.

Based on these interpretations it is difficult to understand why there has been such resistance to OR 100 being a campus-wide requirement. It must be cautioned that these figures lack validity since 71 responses were obtained from just 46 surveys.

A follow-up question to College 101 being a core requirement explored who might teach the course if suddenly we needed to make it available to approximately 600 freshman per year? From the surveys, 16 individuals indicated that they would be interested in teaching OR 101. In addition, there are six other student services staff members who regularly teach some version of orientation but did not complete the survey. Therefore, a pool of 22 full-time employees have been identified as potential instructors of OR 101. The distribution of these staff members from within the institution is as follows:

Student Services	11
Health Science	3
Math Technology	2
Humanities	3
Administration	3
Total	22

The overwhelming preference was for teaching the one-credit orientation course, College 101, with nine responses. Four individuals indicated their preference for teaching the

three-credit orientation, and just one person preferred a two-credit course.

General Comments

The last three questions on the survey invited advisors to provide any comments at all with respect to three broad areas: (a) the strengths of our advisement system, (b) the weaknesses of our advisement system, and, (c) general comments. These were seven pages of comments collectively provided by the advisors to these three questions. The abundance of commentary in itself is evidence that advisement is taken very seriously by the faculty and administration at Cumberland.

Major Strengths

The first question in this section concerned the major strengths of our advisement system. It is indisputable that our advisement staff has no greater concern than for its students. Nearly three quarters of the 36 comments provided made reference to the personal touch that students receive from our student/faculty interactions. See comments pp. 44.

Major Weaknesses

The second open-ended question called for comments focused on the weaknesses of our advisement system. This question elicited three full pages of comments which were summarized and grouped into seven response categories. They are presented below:

1. More advisement training - Advisors feel that faculty, counselors, and administrators serving as academic advisors need ongoing training in all facets of our advisement process.

2. Facilitate student advisor interactions - There is a strong concern to enhance advisor/student one-on-one communications. For whatever reason, students tend not to see their assigned advisors, which causes frustration for both faculty and students. This, in turn, causes students to seek out other advisors not assigned to them, which frequently becomes a "schedule signing role" rather than a comprehensive advisement session. Students are frequently short changed, but feel gratified that they at least got their schedule signed.

3. Establish an advisement center - An advisement center would remedy a number of problems identified here. Many feel that not all faculty and administrators should be required to advise; likewise, not all faculty and administrators want to advise. Also, there is an unequal distribution of faculty advisement responsibilities. An advisement center would alleviate these problems by assigning only those most motivated to work in the center, who would do so on an hourly rather than on a student assignment basis.

4. Streamline the verification process for students receiving financial aid - Several advisors feel that students dependent upon financial aid to for pay their tuition are

handicapped by the delays necessitated by the financial aid verification process. The long lines at arena registration are apparent; furthermore, students with completed schedules signed by advisors frequently wait days to see their financial aid worker. When the financial aid student does register, he/she frequently finds that courses which were open at the time they saw their advisor have closed. A further twist is the misconception among students and faculty that students on financial aid must attend school full time.

5. Provide incentives for good advisement - Although advisement is an inherent part of the faculty member's job, this responsibility is not alluded to in the Faculty Assn. contract, nor are faculty evaluated on the basis of the quality or quantity of advisement they provide to students. Both of these omissions should be explored and the importance of the advisors' role should be referenced in publications, awards and in-service training.

6. Enhance computer operations governing advisement and registration - There are situations where mistakes in students' schedules have not been identified by our registration terminals. Although our programming staff has done a commendable job in advancing our software needs, there are a few more areas which could be further advanced. For example, automatic blocking of courses that lack the appropriate prerequisite on students' transcripts, and identifying those who have preregistered for reading,

English, or math basic skills courses who have failed to successfully pass the previous level course. Basically, the MIS committee might consider the question: What advisement errors could we control with the use of technology?

7. Move semester course planning ahead one year - As our facilities expand along with our enrollments, our course offerings will become more diverse and plentiful. Courses that are now offered every other year will soon need to be offered annually. Students will need access to information concerning their curricula offerings. As we grow, our semester planning should be projected three to four semesters ahead into the future. Printing of the tabloids should be moved ahead several months to enable preregistration to effectively serve both faculty and students in the advisement process. This would also enable faculty to plan most of their advisement responsibilities during the earlier part of the semester when they are less burdened by mid-terms, finals, and reading term papers. Faculty are extremely frustrated by preregistration periods that begin late in the semester and occasionally without the use of printed schedules to consult.

Additional Comments

The final survey question called for any additional comments the advisors wanted to make. These comments were somewhat redundant to comments made throughout previous

sections but are mentioned here to reinforce areas of concern.

There is significant concern over how advisement will be implemented in the future. Suggestions for an advisement center were reiterated with other suggestions such as group advisement sessions, advisement during development days, and coordination of a group of advisors to be available during times in the summer. Regardless of what direction we move toward, we need to begin movement toward a two-year schedule. It was stated again that advisement responsibilities should be optional for administrators. Students are being somewhat short-changed by courses in the college catalog which have effectively disappeared from the semester schedules. Advisement training sessions should be made available on a regular basis, and an advisement summary brochure containing the most asked questions on advisement would be helpful. There was also concern expressed for our graduates who fail to enter degree-related careers or transfer to four-year colleges.

Discussion

There were four questions of primary concern which this survey was intended to address. The first question was:

1. What are the general perceptions of the advisement process at Cumberland among its advisors? Basically, the process needs improvement, but that should be no secret. Fortunately, the faculty is not committed to the status quo

and welcomes innovations to the process. They are as dedicated as any faculty in the country to their students and want to remain involved in the process of advisement. An advisement center appears to be the direction toward which we need to move. The faculty confirm this institutional goal, and it would relieve many of the advisement problems we currently face, i.e., disproportionate advisement loads, mandating all administrative and faculty personnel to advise even if they prefer not to, growing enrollments creating even greater advisement responsibilities on a system already taxed, and too many students unable to meet with their advisor in person during preregistration. The faculty is committed to the philosophy that good advisement promotes retention and academic success, but the majority of advisement occurring on campus appears to be prescriptive rather than developmental (Crookston, 1972). Faculty call for more training in all facets of advisement and express a need to advance their level of effectiveness in the advisement process. Practical considerations like time limitations, poor appointment planning, lack of office privacy, and insufficient developmental advising skills inhibit their effectiveness campus-wide, with exceptions of course. Our advisors know that there can be more to advisement than prescribing courses and signing schedules, and many are frustrated that our current system limits them to this.

2. What information should be made available to advisors to assist them in their advisement roles? The advisors manual appears to generate a comfortable level of satisfaction among advisors. Some specific additions were noted which include: (a) a more comprehensive basic skills section, (b) articulation agreements, and, (c) where appropriate, specific courses that should be taken to comply with the agreements, (d) cite the most common advisement errors made on campus, (e) expand the role of advisors and their responsibilities, and (f) identify all of our program advisors by the curriculum areas they advise.
Ancillary to this section is the need for the development of a student brochure focused on academic advising.

3. Should College 101 be made a course requirement? Yes! But don't alter the curricula in any way appears to be the attitude expressed by the faculty. This is, unfortunately, an unrealistic compromise and creates a dilemma. Based on the survey results, it is recommended that the following policy be implemented for the fall 1995 semester.

A. Any degree-seeking student testing into any basic level (090) course will enroll in College 101.

B. Any degree-seeking student testing into at least two developmental level (100) courses will enroll in College 101.

C. Any student whose test scores are such that he/she needs just one remedial course, or tests into all college

level, will be exempt from enrollment into College 101, but the course is still recommendation.

D. Transfer students must have demonstrated success in at least nine credits of college level work to be exempt from the course. However, if a student takes the NJ College Basic Skills Placement Test at Cumberland, student's test scores determine enrollment in College 101.

There is currently a pool of 22 full-time faculty, counselors and administrators who are willing to accept teaching assignments for College 101. This is sufficient to carry up to 550 enrollments if each individual were to teach just one section per academic year. An additional benefit to the institution by requiring College 101 would be that faculty who are recruited to teach the course would strengthen their developmental advising skills. Many of the topics overed in College 101 are also dimensions of developmental advising, i.e., familiarizing the student with the college, developing effective study habits, making scheduling considerations, vocational/career planning, choosing a major, decision making, time management, and setting realistic academic goals. As faculty are trained in the teaching methods of Freshman Seminar or College 101, they will develop skills that, in turn, will enhance their ability to be high level academic advisors.

4. How should the advisement process be changed to prepare for the year 2000? Our major strength as an institution is that we care, and with that, anything can be done. The first and most important element of total quality management is to address weaknesses to improve the product or service. Several weaknesses have been identified.

First we need to initiate a series of advisor training workshops. They should address the process students follow to apply for admission, become matriculated and be assigned an advisor. Workshops focusing on the dimensions of developmental advising and appropriate skills acquisition should be required for all advisement personnel. Revisions to the curricula, and changes in the advisement/registration process, need to be promoted widely and noted in the Advisors Manual. External personnel should be consulted to provide motivational presentations on advisement at development days.

Interactions between advisors and students need to be enhanced. Too often, students do not see their assigned advisor during preregistration and miss the opportunity to explore critical developmental issues. Although community college students tend to use the two-year college in highly independent ways, as a resource for completing arts and sciences courses to augment the baccalaureate (Eaton, 1993), developmental advisors at two-year colleges can afford students opportunities to plan actively for their educational futures (Frost, 1994).

Establishing a comprehensive advisement center appears to be the answer to many of our problems. A center designated to advise all new students, liberal arts students, undecided and non-degree students would permit the faculty to focus their limited office time to smaller assignments of career-oriented students in the applied science degree programs. Likewise, liberal arts students assigned to the advisement center will be assured meeting with an advisor in order to address their needs.

The semester schedule needs to be made available sooner. Advanced semester planning would permit preregistration to start earlier in the semester when faculty have more free time.

It is recommended that the Office of Financial Aid personnel convene to innovate the verification process of students receiving grants and/or scholarships. The delays that currently exist in signing-off on a student's schedule who has already been advised needs to be shortened or minimized. These delays cause the student to be closed out of classes that were open at the time of advisement, and the student finds himself in a cyclical process of needing to be readvised.

The process of advisement should be reinforced with special recognition given to good advisors. Their advisement roles should become as important as teaching or administering, and division chairpersons should discuss

implementing advisement functions into the faculty evaluation process.

Finally, we should continue to explore the acquisition of technological advances that will facilitate the advisement system. The advisement screen developed in the past year will provide much relief to advisors once it is made available campus wide. Computer terminals are needed on advisors' desks to assess this information and printers should be made available as well. A member of the Advisement Committee should be on the Management Information Systems Committee to keep advisement needs in the forefront of discussion. Information should me made available to students more abundantly than is currently. Although printed information is constantly being developed and revised, we should provide students with visual access, via computer terminals, to their personal academic records, degree requirements, catalog information, and other relevant data to facilitate their educational experience.

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MEMORANDUM

TO: All Advisers
FROM: Dr. Steven M. Stolar, Director of Advisement
DATE: November 9, 1993
RE: ADVISERS SURVEY

In order to get where we're going, it is imperative to know where we are. This is the rationale behind this survey. As the newly appointed director of advisement, I need to know what you think about and how you perceive our advisement services. Also, I want your suggestions for improving our advisement process. If you think we're doing a great job, I want to hear it from you. However, it is my guess that we can make modest improvements at a minimum.

Please take a few moments of quiet time to read this survey carefully and give me your most honest responses possible. When suggestions are called for, don't censor yourself at all; remember that quantity breeds quality, and defer judgement on your suggestions as well.

I need as much input as possible. Although I will know the identity of all respondents, this information will be used for tracking purposes only. I will most likely need to follow-up individually with many of you. Individual responses from the surveys will be presented in group format only, and I am the only one who knows the identity of the code numbers indicated on the surveys.

No one can give me this information but you, the collective faculty and administration who provide advisement services to our student body of 2,899 and growing.

I thank you in advance for your input, and I will make the responses from this survey available in the near future. Please return the completed survey to me within five working days or as soon as possible.

CUMBERLAND COUNTY COLLEGE
ADVISERS SURVEY

Code #_____

I. Personal Data:

1. Number of years employed with Cumberland? Mean 14.11; standard deviation 9.3; number of participants 46; 69% return.

2. What area of the college are you affiliated with?
check one:
(1) 8 English/Humanities
(2) 6 Business/Social Science
(3) 7 Math/Technology
(4) 5 Health/Biological Science
(5) 14 full-time administrator (includes dept. chairpersons)
(6) 5 counselor

II. General Perceptions:

Response Averages

Directions: Please circle the number which best reflects your opinion regarding the following statements. When reading the response scales take notice that they are occasionally reversed. Provide comments when possible.

4.2 3. Overall, advisement at Cumberland seems to function quite well.
1---------2---------3---------4---X-----5---------6---------7
strongly disagree / disagree / somewhat disagree / neutral / somewhat agree / agree / strongly agree
comments:_____

4.7 4. The number of students assigned to me is quite reasonable.
1---------2---------3---------4---------X---5---------6---------7
strongly disagree / disagree / somewhat disagree / neutral / somewhat agree / agree / strongly agree
What would be a reasonable number? _____

4.5 5. I have office appointments with the majority of my advisees during early registration periods.
1---------2---------3---------4---------X---5---------6---------7
strongly disagree / disagree / somewhat disagree / neutral / somewhat agree / agree / strongly agree
comments:_____

4.0 6. Advisement functions should be incorporated into the evaluation process.
1---------2---------3---------X---------5---------6---------7
strongly agree / agree / somewhat agree / neutral / somewhat disagree / disagree / strongly disagree
comments:_____

4.9 7. I should not be burdened with advisement responsibilities. I was hired to teach/administer/counsel and the time I spend advising should be spent on these more important tasks.
1---------2---------3---------4---------X---5---------6---------7
strongly agree / agree / somewhat disagree / neutral / somewhat disagree / disagree / strongly disagree
comments:_____

5.1 8. Arena registration appears to be a sufficient forum in which to properly conduct advisement activities.

1---------2---------3--------4--------5X-------6---------7
strongly agree / agree / somewhat agree / neutral / somewhat disagree / disagree / strongly disagree

comments: _____

5.9 9. I keep my copy of the Academic Advising Handbook available and refer to it when I have questions on advisement issues.

1---------2---------3--------4--------5--------6X--------7
strongly disagree / disagree / somewhat disagree / neutral / somewhat agree / agree / strongly agree

comments: _____

5.0 10. Some schools have academic advising centers (designated areas on campus where the bulk of advisement occurs) on campus and I think this is the direction we should go.

1---------2---------3--------4--------5X-------6---------7
strongly disagree / disagree / somewhat disagree / neutral / somewhat agree / agree / strongly agree

comments: _____

5.0 11. It would be helpful if we had more workshops, perhaps on development days, to become more familiar with advisement procedures, concerns, issues, etc.

1---------2---------3--------4--------5X-------6---------7
strongly disagree / disagree / somewhat disagree / neutral / somewhat agree / agree / strongly agree

Suggested topics: _____

2.3 12. I think the errors made in scheduling students' classes could be reduced.

1---------2X--------3--------4--------5---------6---------7
strongly agree / agree / somewhat agree / neutral / somewhat disagree / disagree / strongly disagree

suggestions: _____

2.9 13. I understand the advisor/advisee assignment process.

1---------2--------X3--------4--------5---------6---------7
strongly agree / agree / somewhat agree / neutral / somewhat disagree / disagree / strongly disagree

comments: _____

5.1 14. Students are assigned to me that should have been assigned to another advisor who advises in a different curriculum.

1---------2---------3--------4--------5X-------6---------7
strongly agree / agree / somewhat agree / neutral / somewhat disagree / disagree / strongly disagree

comments: _____

4.8 15. The advisement process is a registration support function which consists of scheduling students into courses appropriate to their curriculum.

1---------2---------3--------4-------X5---------6---------7
strongly disagree / disagree / somewhat disagree / neutral / somewhat agree / agree / strongly agree

comments: _____

4.3 16. Students in basic or developmental studies courses require the same level of advisement service as those in their sophomore year or nearing graduation.

1---------2---------3--------4---X----5---------6---------7
strongly disagree somewhat neutral somewhat agree strongly
disagree disagree agree agree
comments: _____

3.3 17. Advisement errors are, more often than not, the student's fault.

1---------2---------3---X----4--------5---------6---------7
strongly disagree somewhat neutral somewhat agree strongly
disagree disagree agree agree
comments: _____

5.0 18. Adjunct faculty should play a role in the advisement process.

1---------2---------3--------4--------X---------6---------7
strongly agree somewhat neutral somewhat disagree strongly
agree agree disagree disagree
comments: _____

1.8 19. If I made an advisement error with a student I would want this brought to my attention.

1---X-----2---------3--------4--------5---------6---------7
strongly agree somewhat neutral somewhat disagree strongly
agree agree disagree disagree
How? _____

5.2 20. I would like to be trained to advise in another curriculum area in addition to the area(s) I presently work in.

1---------2---------3--------4--------5---X-----6---------7
strongly agree somewhat neutral somewhat disagree strongly
agree agree disagree disagree
Which area(s)? _____

6.3 21. Effective advisement is significant for the retention and academic success of students.

1---------2---------3--------4--------5---------6---X-----7
strongly disagree somewhat neutral somewhat agree strongly
disagree disagree agree agree
comments: _____

4.5 22. The current time periods designated for early advisement and registration appear to be effective.

1---------2---------3--------4---X----5---------6---------7
strongly disagree somewhat neutral somewhat agree strongly
disagree disagree agree agree
comments: _____

5.5 23. Students in AAS programs (those planning to enter the work force upon graduation) would benefit from a one credit exit course focused on resume writing, interviewing skills, job search techniques, etc.

1---------2---------3--------4--------5----X----6---------7
strongly disagree somewhat neutral somewhat agree strongly
disagree disagree agree agree
comments: _____

III. Advisers Manual Inquiry:

24. The advisors manual has been in use for some time. It contains 16 sections and a copy of each of the 40 curriculum sheets for our degree and certificate programs. Using the five-point scale to the right, please rate how appropriate or useful you perceive each section to be.

		not at all appropriate				very appropriate
3.5	a. Philosophy	1	2	3	4	5
3.7	b. The advisers	1	2	3	4	5
3.9	c. Advisement procedures	1	2	3	4	5
3.9	d. Adviser-advisee responsibilities	1	2	3	4	5
4.2	e. Basic & developmental studies	1	2	3	4	5
4.3	f. General education	1	2	3	4	5
4.1	g. Electives	1	2	3	4	5
4.2	h. Math course selection	1	2	3	4	5
3.7	i. F.A. & veterans affairs	1	2	3	4	5
4.1	j. Transfer of credits	1	2	3	4	5
3.9	k. Curriculum change	1	2	3	4	5
3.7	l. Non-applicable course petition	1	2	3	4	5
3.8	m. Waiver of courses	1	2	3	4	5
3.7	n. Independent study	1	2	3	4	5
3.5	o. WDPP	1	2	3	4	5
3.6	p. Short term training programs	1	2	3	4	5
	q. Curriculum sheets:					
4.1	-the area(s) you advise in	1	2	3	4	5
4.1	-all other areas	1	2	3	4	5

25. What should be added to the advisors manual that it currently does not contain? Please explain: _____

IV. Orientation Course Inquiry:

For many years the college has offered a variety of one and three credit orientation courses each semester. In part, only students in our counseling programs (EOF, Project Assist, Student Support Services) have been required or advised to take them. Others have been basic and/or developmental studies students who enroll in them to obtain a full-time course load and/or have a specific need for an orientation experience. Much discussion has taken place in committees and division meetings concerning OR 101 College 101 (1:1:0) becoming a degree requirement. With this in mind, would you please answer the following questions.

26. I think College 101 should be: (check one)
(1) 11 required for all degree/certificate seeking students.
(2) 16 required for students in special counseling programs.
(3) 12 optional for all degree students.
(4) 12 required for students needing one or more basic/developmental level courses.
(5) 16 required for students needing two or more basic/developmental level courses.
(6) 4 required for students needing three or more basic/developmental level courses.
(7) other/comments: _____

27. Providing sufficient training were available, and given standard base load or overload pay, would you be interested in teaching a one, two or three credit orientation course in the future?
yes 15 no 30
If yes, please check one:
one credit 9 ; two credit 1 ; three credit 4

V. General Comments:

28. What do you think are the major strengths of our current advisement/registration system?

SEE APPENDIX "C" FOR COMMENTS

29. What do you think are the major weaknesses of our current advisement/registration system?

30. Please provide any additional comments you would like to make.

Thank you for your ideas, time and contribution.
Please return to Steve Stolar

The following section, Appendix C, contains comments from survey participants. The appendix is rather extensive and provides further insight into the issues addressed in this survey.

APPENDIX C

3. Overall, advisement at Cumberland seems to function quite well. Comments:

There are some who do not take advisement seriously.

There are some important exceptions, however.

I do feel faculty need more training.

Many students do not seek their advisers.

I have a number of students who were advised by others beside myself.

Some strengths - some weaknesses.

Some students don't bother to get it.

4. The number of students assigned to me is quite reasonable. What would be a reasonable number?

If I am to do advisement, no more than 20.

42.

Currently I see all of the nursing applicants (N = 392 for '92) plus all assigned advisees!

15.

20-30.

Since they rarely show it doesn't apply.

My own case load for SSS.

Only because they don't all meet with me on regular basis.

Probably 50 steady.

5. I have office appointments with the majority of my advisees during early registration periods. Comments:

Every semester I seem to see one or two more.

I see about 157% to 20% each semester.

They did not respond to my letters, calls.

I don't know where they get their approvals. I see about half on average.

Students either drift to "whoever did it before" or to the chairs.

Never see most advisees.

Not majority but 35-50% (out of 70-80!)

Over 50%.

They are invited. I am available.

Ongoing advisement as needed.

6. **Advisement functions should be incorporated into the evaluation process. Comments:**

What evaluation? Chairperson, peer, or student?

How can performance of advisor be quantified?

The answer here depends upon whose evaluation you are talking about.

Advisement Evaluation would be fine - incorporate into classroom = no = I don't teach my advisees.

Too much of it is out of my hands.

Not all students seek advisement, rather they perform their course schedules on their own.

How would that be assessed?

I'm a great adviser.

Depends upon the individual's main responsibilities.

Ours is.

7. **I should not be burdened with advisement responsibilities. I was hired to teach/administer/counsel and the time I spend advising should be spent on these more important tasks. Comments:**

Students are our product. We all have to get involved.

With all the advisees I have, the last 3 weeks of the semester are spent principly(sic) w/ advisement. I find myself hiding so I can get other work done.

Faculty can aid students in the choices they make about their careers, if the student is properly matched to the instructor. A remedial student here for ESL purposes wouldn't be advised as well by me as a general studies student interested in communications, writing, or teaching literature/English.

Advising is very important maybe more important than administrative but I'm not an academic advisor.

Advisement is an integral part of my job.

I enjoy advising.

I don't think I should advise students, not because of my other duties, as that I do it so infrequently that I can't do the job well -- I'm apt to ask advice from Maud or another advisor -- I don't think someone should "dabble" in advisement - it's too important to expect everyone to do it, as an appendage to the job.

Administrator/advisement responsibilities are more a matter of practically than one of priority.

Very time consuming if done correctly. Would like to check student progress throughout the semester but time does not permit. Continual contact could assist in retention.

Advisement does take many hours of an administrator's day during heavy periods.

I feel academic advisement is part of counseling.

N.A.

8. Arena registration appears to be a sufficient forum in which to properly conduct advisement activities. Comments:

Mostly scheduling only.

Sometimes the advisor does not have all the past documentation needed to assist student. All students should appear with a transcript.

There's a difference between schedule approval and advisement.

Too noisy/confusing.

It serves its purpose for late registrations of new students but not returning students.

I'm working the aid lines.

Not able to "talk" with advisee!

I do not feel one can give adequate advisement in a pressure to enroll situation.

It's a zoo.

Arena reg. is only a signature process -- not advisement.

For intro. purposes/given the nature of arena regist.

Need continual contact to insure students get assistance.

There should be a week of registration with all advisors available prior to arena registration.

9. I keep my copy of the Academic Advising Handbook available and refer to it when I have questions on advisement issues. Comments:

I often call the Admissions Office though.

I don't know what the student will ask until they arrive - too late to start reading -- they need an immediate answer -- not a re-scheduled appointment.

Invaluable.

Always.

10. Some schools have academic advising centers (designated areas on campus where the bulk of advisement occurs) on campus and I think this is the direction we should go. Comments:

Or a select few who have released time for on-going advisement -- would like to discuss this with you.

But can we afford it! I think this would be helpful for basic skills or until a student is in track.

I still feel programs with selective admissions need to have Directors continue to advise.

This helps "track" a student in a career.

Would be good for all students in 095 and 100 level courses.

Provided contact is kept w/ academic areas.

I enjoy the one-on-one communication I obtain at my office.

Yes, but not the exclusive advisement area.

Budget limitations will not permit. Should be faculty responsibility.

11. I would be helpful if we had more workshops, perhaps on development days, to become more familiar with advisement procedures, concerns, issues, etc. Suggested topics:

Basic Skills courses, new policies, new programs.

I am a new instructor and I feel a program in advisement would be beneficial.

The speaker should give hypothetical situations.

May help a little, but it's hard to cover every scenario.

For updates and changes.

I believe many advisors are not putting in their experteese(sic).

12. I think the errors made in scheduling students' classes could be reduced. Suggestions:

If #10 considered.

Trained advisors with reduced load, rather than everyone being an advisor.

I'm not sufficiently informed about errors of this nature.

Not sure how many errors there have been.

Advisors need to contact academic areas for answers.

Workshops/only chairs doing overrides.

I'm not sure what you mean here.

13. I understand the advisor/advisee assignment process. Comments:

Is there one?

I understand paleolithic mythologies, but not our advisement placement process.

Relates to #10 - feel 095 or 100 level course students need a lot of professional advisement.

I have no idea how I get who I get.

Obviously not -- I'm not sure what that means.

I view this as a continuing learning process as new situations occur and new programs are added.

14. Students are assigned to me who should have been assigned to another advisor who advises in a different curriculum. Comments:

Occasionally.

However I now of Acctg. majors who are assigned to advisors who know nothing about Acctg.

See #7's response please. (Faculty can aid students in the choices they make about their careers, if the student is properly matched to the instructor. A remedial student here for ESL purposes wouldn't be advised as well by me as a general studies student interested in communications, writing, or teaching literature/English.)

In some few cases.

Admissions does a good job in assigning at least for me.

15. The advisement process is a registration support function which consists of scheduling students into courses appropriate to their curriculum. Comments:

This is a part of the total function.

Academics should play a big part -- faculty and faculty/academic support are important. Students need to be academically able. Thus, I consider it -- registration support based on sound academic advisement/support.

I think this is the problem: Are we advising or approving schedules. I am primarily approving schedules.

This is true, but the process should go beyond that. An instructor can help a student look beyond next semester's classes and allow him to see the big picture 2 years, 4 years or whatever down the road.

Usually involves more career and goal discussions.

It goes far beyond that in most cases.

Plus career counseling.

But it is much more than that - or should be.

It should be more than that -- I talk with students about their goals in life, sometimes the obstacles they face -- advisement, done correctly, takes more time than just signing a schedule.

However, advisement should be an independent planning process which should also occur away/separate from registration.

Only one aspect of advisement follow-up is crucial.

It is much more than this.

But this statement is an over simplification!

Appropriate to their curriculum and aimed at their career goals.

16. **Students in basic or developmental studies courses require the same level of advisement service as those in their sophomore year or nearing graduation. Comments:**

Note -- they need more careful and more sensitive advisement.

Sometimes these students need more.

They need more advisement.

Even more!

If not more.

Basic + Dev. students require considerably more intensive advisement efforts.

Sometimes more -- depending on the individual situation

Should be advised by counselors not curriculum specific advisors.

They need more specific guidance. Students placed in Basic and Dev. courses needs(sic) careful norturing(sic). Much planning and careful selection of scheduling "hours" so as to reduce the high risk of dropping out. Students also need to be seeing(sic) regularly to monitor their progress. Those frouse(?) not already seen by the special programs on campus. There are a lot of students out there "LOST" and should not only be able to see their advisor at the end of each semester.

17. **Advisement errors are, more often than not, the student's fault. Comments:**

Some students lack information about the advisement process.

I don't know. I suspect not.

A clearly defined system would help eliminate errors. Errors are caused by not understanding the process - students + faculty.

Lack of information by both advisor and advisee.

I know I have made a few myself.

An advisement system should catch/control student errors.

They fail to seek counsel when they need it.

It's our job to keep them in the right track.

Yes - if they circumvent the system; not if they're misadvised.

18. Adjunct faculty should play a role in the advisement process. Comments:

They could play a referral role.

I have seen problems with this.

This is a contractual issue.

Adjunct faculty come from industry and can provide a better insight at times to a student's needs.

They should understand the procedures and basic concepts to refer and provide students with basic info.

No.

19. If I made an advisement error with a student, I would want this brought to my attention. How?

By a friendly phone call. Then some cooperation on the part of administration to help fix the problem for the student.

Via the student or a system.

With tact!

Explain to me where the error arose and how I could correct it in the future.

Tell me.

Meeting with person who found error. I want to do my best for students; my ego shouldn't factor into it.

Telephone call, note, any means available.

Immediate and direct verbal contact with me.

Via my chairperson.

20. I would like to be trained to advise in another curriculum area in addition to the area(s) I presently work in. Which area(s)?

I am particularly interested in the Business area.

Expertise is different than training.

All.

Time constraints perpetuate errors.

New programs as they are added.

N.A.; already know.

21. Effective advisement is significant for the retention and academic success of students. Comments:

Depends on student: Basic Skills - Yes; 2nd year - No.

22. The current time periods designated for early advisement and registration appear to be effective. Comments:

If class schedules are made available.

Should start earlier -- times now clash with the busiest time of semester.

Much too long. Spring preregistration (for fall) is ridiculous.

The problem is with late registration.

Designated periods are appropriate - application/utilization of periods could be improved.

Too long.

Summer is a problem - advisement period is too long in summer.

Can't we "force" students to take advantage of early adv.

Some schools cancel classes + hold pre-registration advisement in Stockton. It is hard to fit in during office hours.

A concentrated 2 week early registration would be recommended.

23. Students in AAS programs (those planning to enter the work force upon graduation) would benefit from a one-credit exit course focused on resume writing, interviewing skills, job search techniques, etc. Comments:

Isn't that part of business communications?

This would be extremely beneficial.

Not fore-credit. Make workshops available on a non-credit basis. They will attend.

However this credit cannot be added to the program-credit weight.

Workshops for the graduate seeking employment - possibly charge the student.

Consider offering it for free

As an elective.

As long as it is not required course.

25. What should be added to the advisors manual that it currently does not contain? Please explain:

No opinion.

Simple directions boxed in a summary form for advisers re: basic skills.

I only use it for the "(5)" items circled above.

Unable to respond. Have not seen manual.

Nothing.

List of colleges with which we have transfer agreements.

A page explaining common advisement errors.

Lottery tickets.

Don't care.

The manual is not the problem.

Elem. Educ. requirements for transfer students.

I'm not knowledgeable enough to comment.

Expand responsibilities of adviser - adviser initiate functions; format for using curriculum requirements should be non-semester, non-full time oriented.

Enforced reading thereof.

Curriculum sheets should have carbons so that a copy can be given to the student after each session.

A statement CS 101 not counting as a GE elective for Math/Science.

The fact that Reading 100 or an equivalent test score is necessary before taking college-level courses.

Nothing should be added but sections could be written more clearly.

The list of program advisors.

How to use the manual. Role of advisor - Dos and Don'ts. Ex. Don't just sign the student schedule - discuss it with student.

26. I think College 101 should be: other/comments:

I have seen many students who have benefited from an Orientation course because it helped them to be successful in college. (They were able to "get it all together" as a result of the course content.)

Required for all FT, PT > 6 credits unless they have permission of the director of advisement.

Optional for any student who might need the credits or the information contained in the course. This should absolutely not be required of any student.

Not required.

All of the options checked.

If the course content enables the credit to be transferred to a 4 year institution then I can see requiring the course. If it can't be transferred, then I don't feel it should be required.

Optional for all students.

Students taking basic/developmental courses (3 or more) + students in special counseling programs should take orientation courses.

#2 and #5 also #3 combined.

And optional for ALL students.

The 1 credit course should be required the 3 credit should be optional or recommended by counselor or advisor.

27. Providing sufficient training were available, and given standard base load or overload pay, would you be interested in teaching a one, two or three credit orientation course in the future?

I would like to have the orientation course faculty and the RD 094 faculty discuss possible overlaps in the two courses.

I do now.

28. What do you think are the major strengths of our current advisement/registration system?

Caring professionals.

Personal attention.

Many faculty and administrators put effort into writing to students and/or calling them; this personal attention "makes a difference." (A definite strength.) Counselors communicate with students regularly and this is a plus!

Personal attention; professional faculty member meeting with a student. When it happens, it is very effective and appreciated.

The need to obtain an official signature guarantees at least some thought and decision making before approaching the registration table/office. The availability of the schedule long before the semester begins. The opportunity to pre-register and avoid long lines.

(1) Computer blocks for prerequisites; (2) the approval process of schedules to ensure that student is on track; (3) we now have an advisement director who is interested in my comments regarding advisement.

Having a full time Dir. of Advisement.

Faculty commitment to student success + retention. Organization of advisement program.

Informal faculty-student contact.

Many advisers are genuinely interested in advisees.

What is basic to all advising -- students working with instructors and counselors.

Forces students to communicate with advisors.

Adviser, advisee interaction (those you see).

The advisement handbook is a useful tool.

Long registration periods; closed course sign up sheet; transcripts at registration; program reports being given to advisors before students.

It is good to involve administrators in the process. We need to be in touch with students.

Dedicated instructors & program coordinators.

Career area advisement.

I get to meet (and advise correctly) 1/3 of the El. Educ. majors, my field of interest. A good adviser probably improves retention rates more than anything.

The majority of advisers care about our students.

The actual activity is well organized.

Info. provided to advisers; monitoring process.

It works for students who use it.

When students actually meet with their advisors, a good contact + strong relationship actually develops with the faculty member. The student "usually" receives the proper advice for course selection that leads to graduation.

Some of the advisors/transfer books/adv. registration periods.

The actual registration process has improved over the years and is currently streamlined and runs smoothly (with the exception of the financial aid process.

Forces everyone to become involved and at least have a basic understanding of system.

I think that having students get in contact with faculty is good.

Staff and faculty.

Dedicated faculty who advise 1 to 1 advisement (pre-registration).

Most advisers take it seriously + care about students.

Long time interval for open registration.

- Tentative Summer course listing available during Spring registration.
- Letter from Enrollment Services urging students to make appointment with their advisor and register early.

Personal discussion with students - helping them to see value of parts of curriculum with respect to goals of entire course of study in a given field.

There are about 5 faculty member(sic) very interested in all our students. The counselors in most part do an excellent job.

Gives student opportunity to meet with a specific advisor one-to-one on a consistent basis.

29. **What do you think are the major weaknesses of our current advisement/registration system?**

(1) Counselors who automatically side with the student against the Professor or Administrator; (2) Having all faculty advise; (3) Schedules are not available when Advisement/Registration starts.

Not centralized. I'm not sure administrators who don't teach should be involved in advisement.

Some students don't seem to know who their advisor is. (This may or may not be the student's fault.) Faculty are not around in the summer months, but students still need advisement. Thus, many of us do more academic advising then we are given credit for.

Not enough time spent on advisement. Longer advisement period should be allowed. If advisement is not part of the faculty evaluation then that is part of the reason that few take it seriously.

Students can obtain any signature and go on to the next step. Faculty must arrange to advise students during a very busy time in everyone's schedule. Students need to pay at the time they register (I believe); far too many of them don't have this to spare in December/May.

Prerequisites are sometimes overridden or, rather, the details, such as A,B,C in basic skills plus passing state test as prerequisites. I believe this is an error. Someone signs off on one course, but the signature may be read as applying to something else.

(1) Too many advisees. (2) For the most part, I don't advise students, I merely approve their schedules. (3) The end of fall semester preregistration crunch. (4) "Pet peeve:" a student arrives @ Records Office to take 1 course. The student will be sent across campus to my office for approval when someone in Records or Admissions can approve -- it wastes the student's time.

Insufficient total faculty adequate preparation.

Slow issue of schedual(sic).

Often difficult for students to "link up" with an adviser (office hours not convenient for student). Faculty not available during summer.

The system which seems chaotic and haphazard. The worst sin is that a student can get around the system. I only see 10% of my advisees -- the other 90% get their schedules signed somewhere. The system will be good once it is explained and regulated. For example, students should be assigned to an advisor and only with that advisor's signature can a student register, unless he/she wants to wait until Arena registration. There is currently no incentive for a student or instructor to keep up with advisement.

Use of administrators who are not fully trained on the details and/or are terribly involved in other ways.

Feel "developmental course" students need special advisement and attention to help them succeed. Need to understand financial aid better. "I have to be full time" said by a student who will obviously fail if the student takes a full class load drives me nuts. Need clarification.

Too many students DO NOT SEEK their advisor.

I am surprised at the amount of students who have not registered prior to arena registration. I feel that students currently enrolled should be encouraged to pre-register rather than run the risk of being closed-out of required courses.

(1) It would be nice if the financial aid office would sign schedules before registration begins. The first day they will sign schedules is Nov. 29th, the day registration begins. (2) Errors in the schedule.

We know nothing about advisement!

Failure of counselors to understand or read requirements of curriculum.

Procedures. Lack of proper advisement for part-time students. Occasional faculty ineptitude. Failure of computers to block misadvised students.

Bad advisers (advisors). There are too many faculty advisers around here who are proud that they intimidate advisees so thoroughly. They should be hanged.

People are advising who have no training in advising.

Computer registrations i.e., any on line function should encumber each course as entered in a student schedule at advisement. This would eliminate students from getting to processing with a schedule that needs revision.

Adviser accessibility; adviser outreach; adviser knowledge of institutional procedures.

Tremendous overload of advisees to faculty of specific programs/curricula.

Most advisees do not meet with their advisors. They have other college employees sign their registration form. Many advisors, including counselors, need more training. More information needs to be provided in many areas of advisement. Some faculty have too many advisees. Some faculty do not want to serve as an advisor.

Coordination/errors/lack of a comprehensive philosophy e.g. entry to exit -- better worksheets (curr). Lack of student input into the process.

In my opinion, students are not treated equally. Some have counselors for advisors and others have teaching faculty who may not be readily available to advise students. Also, students on financial aid are often unable to get registered <u>early</u> because the financial aid procedures are not consistent or publicized. Some FA students are told to make appointments and others are handled on a walk in basis. This makes for ill feelings, confusion and holds up the whole registration process. Lastly, the assignment of advisors (faculty) is inconsistent. Some advisors have over 100 advisees and others have 10 or less.

Not enough follow-up.

Getting the students to schedule and come in for advisement appointments.

Imbalance in # of advisees to advisors. Insufficient time to devote to advisees.

No major weaknesses. Just a tune-up from time to time.

Very time consuming for advisers -- much could be done ahead of time by students. Advisement should start only when tabloid is available. A center could identify weaknesses and work on them.

Limited open reg. for evening students. Students with financial difficulties get last choice of classes. (You must pay when you register.) When classes are reopened the first choice is not given to original students.

- It would be <u>very</u> helpful to have the tabloid 2-3 weeks before registration begins.
- Not knowing the TBA's (especially in Basic and Devel. courses).
- Student able to withdraw without advisor and instructor signing.

Lack of privacy - is difficult to have discussions in arena regist. - also in crowded offices.

Administrators should not be advisors - only by choice - There is no continuous training for advisors - Most don't understand the Basic/Dev. regulations.

Assigned advisor not always available.

30. Please provide any additional comments you would like to make:

I think faculty should be advisers and serve in the advisement center if that is their desire +/or strength. Should they be given an overload? Should they be given release time?

It seems as if the counselors and advisors, at times, overlap; can counselors sign as initial advisors? If not, why not? Can group advisement be done when it's convenient?

Happy to talk to you about this in the future, after Title III jobs.

(1) I do many schedule approvals. I do little advisement. Frankly, the only advisement I feel comfortable with regards Accounting Education + Accounting Careers. (2) I think the current system of sending grade reports at the 10 day count is a ridiculous waste of postage. Mid-term should be sufficient. (3) I never look at any of the computer reports generated + provided to me. (4) I am not a counselor and I do not feel comfortable with advising on anything but the students' curriculum.

I am frustrated on the one hand by not having enough advisers to adequately provide experienced advisement and on the other hand by not having sufficient time to devote to the process.

I would like to know more about academic advisement centers. Would it work here?

Plan ahead 2 yr. schedule.

I have no prior experience with registration/advisement, therefore unable to make comparisons to other systems or suggestions for improvement.

Advisement depends on students' attitudes as much as it does on the advisor. Sometimes students just don't want to take the advice given and change or add to the signed registration form. Advisement, for the most part, is one of the best parts of the job!

Certain courses in the catalog aren't even offered like: Business Law II, Psych. of the Disabled. More BST around the clock during mass registration.

I need a window in my office, my own parking space with my name on it and an indoor pool.

See me in person. I have a number of thoughts about the topic.

I would be helpful to have an advisor summary brochure -- most often asked questions -- as a reference -- also, more training -- I received none -- just a list of advisees. Ideally, advisement should be optional for administrators -- some are excellent advisers, some are not. Others, like me, are frustrated because the students should never be short-changed when it comes to advisement -- but I'm sure they are, based on comments I've heard from reluctant or ill-trained advisees.

Use a select group of interested + qualified faculty advisors (including counselors). Give released time. Use an advisement complex. Use an advisement group during the summer months and at peak registration times.

(1) This survey was way too long -> 1-2 pages is long enough! (2) The concern I have about current advisement set up is that it makes faculty even more busy during our busiest time of year. That's why I definitely favor a full-service advisement center.

Good form. Nice to see someone is reaching out for opinions.

Generally, we're doing OK -- but during Dec. + Aug. -- advisement leaves little time for performing other duties.

A dev. day be used for student advisement. It is very difficult to schedule advisement between student schedules + faculty schedules.

It would be helpful to have a list of courses that are offered periodically and a rough estimate of the next semester they might be available.

We do not have any job/career counseling for graduating students. There are too many students who have graduated working in fast food places or still unemployed. I have an idea call me.